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ABSTRACT

This collection of papers briefly describes a curriculum for an early childhood education program based on parent participation and community involvement, and offers guidelines for school volunteers. The early childhood program described calls for: (1) parents and volunteers to be involved in the planning, implementing, modifying and evaluating of the program; (2) an individualized diagnostic/prescriptive approach to learning based on continued assessment of pupil needs; and (3) an emphasis on language development, parenthood education, and children's health needs. The guidelines include topical discussions and suggestions for the volunteer to use in working with the early childhood program. An extended guide to children's books and selected references for the school volunteer conclude the report. (CS)

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SCHOOL VOLUNTEERS
AND
EARLY CHILDHOOD EDUCATION
(COMMUNITY INVOLVEMENT)

PS 007803

REPRODUCED BY:

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
VOLUNTEER & TUTORIAL PROGRAMS
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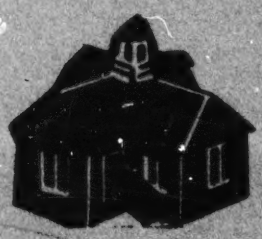

SCHOOL VOLUNTEER

FALL, 1973

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A COMMITMENT TO THE FUTURE

Among the most precious human resources, world-wide, is the young child and student in classes from kindergarten through third grade. Citizens in a democracy assume the sacred obligation of protecting, developing, and guiding this great resource.

Dr. Wilson Riles' Task Force on Early Childhood Education have made us aware of the importance of desirable growth and development of young students and of the necessity for wise guidance in the early years of childhood. Through the Early Childhood Education program many ways have been pointed for parents, teachers, volunteers and others engaged in the growth of young students. A variety of experiences and activities have been indicated in which school volunteers may assist with the educative process, of Early Childhood Education Program.

In meeting these needs of students, the schools utilizing the valuable services of volunteers can provide for each individual child's progress toward well balanced growth and development.

This material is presented to volunteers with the hope that it will provide:

- information concerning Early Childhood Education
- Suggestions for a rich and meaningful educational program in which all children may share with equal opportunity

ACKNOWLEDGMENTS

School volunteers (Community Involvement) and Early Childhood Education has been made possible by utilizing materials from:

Los Angeles City Schools - Educational Progress Number 52, May, 1973, Public Information Office.

Excerpts from - Early Childhood Educational (Report of the Task Force on Early Childhood Education, California State Department

Dr. Wilson Riles. Superintendnet of Public Instruction

Books For the Pre-School Child - Prepared by Children's Services, Los Angeles Public Library.

Photo by Gail Ellison Milder

Foreword

Last year, in response to my invitation, a team of leading specialists in child growth and development assembled in Sacramento. I asked that they design an early childhood education program of the highest quality for California's children – a program based on the best information available in this field. After several months of intensive work, the task force completed its work. This report represents the results of its efforts.

In accordance with the recommendations of the task force, early childhood legislation has been written, endorsed by the State Board of Education, and introduced in the state Legislature. The implementation strategy is described separately in a document entitled *The Early Childhood Education Proposal.*

I am pleased to endorse the decision of the Task Force on Early Childhood Education to dedicate this document to the late Milton Babitz. He served as chairman of the task force and contributed significantly to the development of a master plan for early childhood education in California's public schools.

Milt was my long-time friend and professional associate, but more importantly he was a friend of education and of children. A leading authority on preschool and early childhood education, he was also a strong advocate of parent participation and involvement in the educational process. The implementation of the task force's recommendations would be the finest tribute we could make to the memory of Milton Babitz and to the children – the future citizens of California.

Wilson Riles

Superintendent of Public Instruction

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ORIENTATION

EARLY CHILDHOOD EDUCATION

What ?

Why ?

Who ?

When ?

How ?

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Early Childhood Education

More Than 50 Schools May Qualify for K-3 Restructuring Program

A LITTLE HISTORY:

1972 was the year Wilson Riles, State Superintendent of Schools, presented the plan from his Task Force on Early Childhood Education to the California Legislature for their action. On November 27, 1972, Senate Bill 1302 was signed into law by Governor Ronald Reagan. The State Board of Education passed the "Policy Recommendations Regarding Early Childhood Education" at their January 12, 1973 meeting.

Funds are now available for 12 per cent of California's kindergarten through third grade children to begin the program this September. An additional eight per cent will be added in September, 1974. In the Los Angeles City School District approximately 53 schools might qualify for the program this September.

RESTRUCTURING THE PRIMARY:

"An environment appropriate for primary education must reflect the nature and needs of the young child." Task Force Report

It could be
- mixing 5, 6 and 7-year-olds in the same classroom.
- two or three teachers planning and working together with their classes.

Can you picture
- children talking freely together, discussing their work.
- children excited over the discovery of learning.
- children sharing their new-found knowledge with other children and adults.

It could be
- reaching out to bring the classroom out into the community and vice versa.
- teachers and parents working together in the classroom.
- having many activity choices for the children.

Can you picture
- a table with scales and all kinds of objects to be sorted, weighed or balanced.
- an area with paints, glue, scissors, clay, paper, crayons and other common materials there for a child to use--anytime.
- a cozy, quiet corner for a child to read quietly by himself--or just be alone, if he chooses.

It could be
- having many options for relationships with adults for the children, aide, volunteer and student helpers.
- more opportunities for children to learn, take responsibility for their own learning, set goals, learn self discipline, make decisions.

(Continued on Back Page)

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(Continued from Front Page)

Can you picture

- a small group of children sitting around an adult on the floor being read to while another adult, in another circle, is listening to other children read.
- helping children decipher and measure the recipe for the cookies to be served for snacks or to be sold at the class store.

Can you picture

- a patchwork carpet for sitting and lying.
- lots of open space.
- bright colors.
- displays of children's creations.
- an old overstuffed sofa and a rocking chair.

It could be the teacher, the parent and the child--enjoying learning together. It could be you!

PARENT PARTICIPATION AND EDUCATION

"Parent education and involvement must be an integral part of the primary school program." Task Force Report

Parent educational programs should

- be developed with as well as for parents.
- provide enabling and enriching learning together experiences for the family.
- recognize the parent as the child's pre-teacher as well as one of his most influential teachers throughout his Early School years.
- be combined with parent involvement in the classroom and other school activities as well as separate learning opportunities.
- meet parent needs.

Parent involvement means

- working with teachers and children in the classroom or other places.
- a better self image for the child.
- more pupil progress.
- opportunity to meet a child's special needs.
- exposure to different abilities and cultures.

YOUR PROGRAM IS YOURS

It must reflect your school and your community to meet the needs of your children and families. Your local school-planning committee--parents, teachers and community--must create a plan. There is no blueprint. The "how" is up to you. There are many options and choices. Take the opportunity to know them before you decide. You can try almost anything. There are no "can'ts." The State Department of Education can waiver any code requirements for your program if you demonstrate a need.

SB 1302 MANDATES:

- The primary grades must be restructured.
- Parents must be involved in the planning, implementing, modifying and evaluating of the program.
- Program objectives must be defined and measurable and based on continued assessment of pupil needs.
- Children's health needs must be evaluated.
- Parent education programs must be offered.
- Opportunities for staff development and inservice must be available.
- An individualized approach to instruction must be emphasized.

Ed. Code 6[illegible]4514 -- "No plan shall be approved by the State Board of Education unless it determines that the plan was developed with the active cooperation of parents, community and teachers in all stages of planning, approval and implementation of the plan."

For further information, contact the Southern California Committee for Early Childhood Education, 500 State Drive, Los Angeles, Ca. 90034 (749-3088).

Parent - Community Involvement

The community should be involved in the initial planning and development of primary school program models that will meet the needs of the children to be served and in the ongoing process of evaluation and change. When people are involved from the beginning, there is greater chance for lasting interest, concern, and identification with programs. The joint effort of professional and nonprofessional people better ensures the extension, reinforcement, and integration of innovations.

The community as a whole encompasses all agencies related in any way to the educational program. Figure 1 illustrates the range of the desired involvement. As the proposed plan is being initiated in each community, each school district concerned would be obliged to take its own inventory of the agencies serving its constituency and show the district's willingness to take the initiative in organizing and coordinating a joint effort.

The Need for Parent Involvement

Parent involvement and parent education are essential elements of early childhood education, for certainly parents, teachers, and other citizens of each community share responsibility for understanding the goals of early childhood education and for participating in their implementation. In fact, parent involvement is so important that it should be

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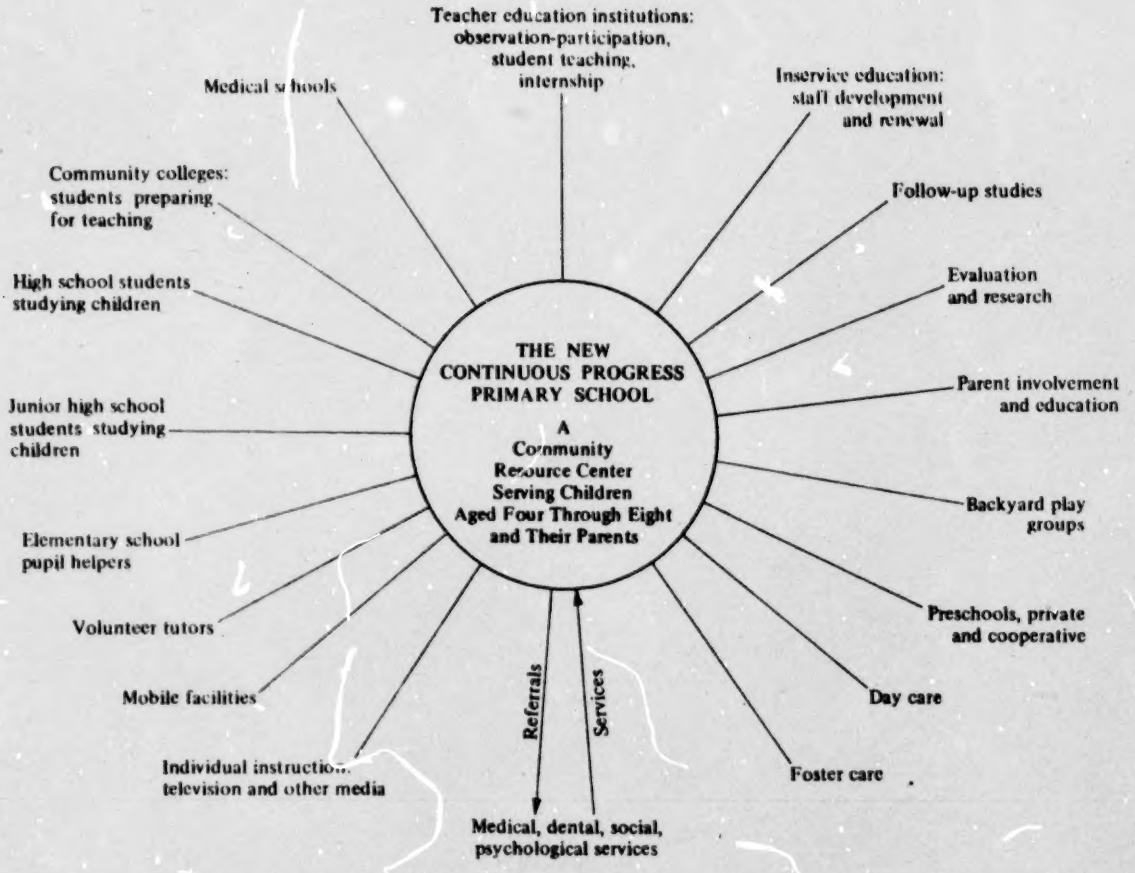
Teacher education institutions: observation-participation, student teaching, internship
Medical schools
Inservice education: staff development and renewal
Community colleges: students preparing for teaching
Follow-up studies
High school students studying children
Evaluation and research
THE NEW CONTINUOUS PROGRESS PRIMARY SCHOOL
A Community Resource Center Serving Children Aged Four Through Eight and Their Parents
Parent involvement and education
Junior high school students studying children
Backyard play groups
Elementary school pupil helpers
Preschools, private and cooperative
Volunteer tutors
Day care
Mobile facilities
Referrals
Services
Foster care
Individual instruction, television and other media
Medical, dental, social, psychological services

Fig. 1. A Tentative Model of Community Involvement in the Proposed New Primary School

required wherever feasible, although flexibility in this matter is necessary to allow for individual parent needs, desires, and capabilities.

Meaningful involvement of parents in the primary school program will undoubtedly include a wide range of functions and activities. Some parents may be engaged in studying and identifying community goals for their schools, while others may be participating regularly in classroom activities. Still others, through contacts with the school, may simply be developing an awareness of the importance of school for their children. In the latter case, it is important that the school assume responsibility for helping parents become aware of the need for and the rewards of education. Schools that serve minority communities must seek ways to inform and involve parents so that they may become familiar with the ideas presented in this report. The task force recognizes that minority parents can be an essential resource to the school, too, in helping contact and inform other minority parents about the importance of primary education.

All possible ways should be utilized to build bridges to the families served by the school. This means scheduling meetings at times when the parents can come and in a variety of convenient locations, not necessarily always in the school building. Informal, small group meetings are a most desirable sup-

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plement to the customary larger, more formal gatherings. Moreover, provision should be made for the regular scheduling of child-parent-teacher conferences, thereby encouraging the child to assume some personal responsibility in his own education.

Dissemination of Information

Every available type of mass media – newspapers, radio, and television – as well as church bulletins and other informal means of communication should be used to disseminate information to the public about the school and its activities. The district must reach out to all the parents in such a way as to make them feel truly welcome in the genuine partnership effort the school will represent. The time is ripe for cooperative efforts to be made by educational, medical, social, business, and all other services within the community to meet the family's needs.

Parent education programs or classes should be considered from several viewpoints, among them developing of training programs *with* and not just *for* parents and providing enabling and enriching "learning together" experiences for the family. Another component of the parent program should be parent education that includes the child when he is very young, perhaps at a developmental age of three or even younger. And, most certainly, such an opportunity for parent education should be available for parents of those children for whom enhancement of communication skills and emotional development has been indicated by early diagnostic testing.

Much more, in other words, can and should be done in recognizing the parent as the child's pre-teacher in much the same way that the medical and social services in many communities have recognized the potential and promise of parent involvement in immunization programs and health services.

The Role of Volunteers

The promising practice of using parent volunteers, even before the child enters school, should be encouraged, perhaps more for the values to the parent himself in terms of his own guidance and understanding than for his service to the school, helpful though that may be. Parents, grandparents, older students, and siblings could be used in many volunteer capacities. Benefits could be multiple, including strengthening of the child's self-image in knowing his parents recognize his importance, developing in the child a more positive attitude toward the educational process, and increasing the parents' understanding of their own child and of that child's association with his peers. In essence, here is an excellent opportunity for inservice parent education. The teacher is helped to understand a child by being acquainted with that child's parents, and the teacher is freed to use his skills more advantageously for programming and responding to the needs of children in the class or group. The child benefits by being given individual attention according to his special needs.

James S. Jordan

Early preparation for parenthood is essential; students should therefore be given opportunities to help in the primary school.

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Gail Ellison Milder

The present large-group approach to the education of primary children must change significantly in order to make possible the necessary personalized instruction.

The many abilities and cultures of parents who volunteer could enhance the educational opportunities of the children in the school and also enhance their appreciation for various cultures and their professional, technical, artistic, and living skills. But it must be pointed out that orientation of parents and teachers to the use of volunteers is as essential to the success of a volunteer program as the orientation of the volunteers themselves to their work.

The rising interest in parents as volunteers has been instrumental in recruiting for teaching many persons who might otherwise not have realized their potential as teachers. Volunteer or aide experience has stimulated many parents to seek their own professional advancement in the teaching profession. Indeed, a most valuable resource for the schools has thereby become available, and it is one that especially encourages the advancement of minority adults to positions of professional leadership.

It has also been suggested that a comprehensive primary school program might also, through its parent education program, help to alleviate the scarcity of trained personnel available for infant and child care. Trainees in such a program would learn child care principles that would equip them for an occupation in child care and help them to be better parents.

Early Education for Parenthood

Perhaps one of the most important questions today is this: When should the education of parents begin? The task force is convinced that it should begin long before marriage, parenthood, or even adulthood. The junior high school years are an optimum time for both boys and girls to start learning the principles and acquiring the attitudes and concepts of effective parenthood. The task force believes that what is presently being done regarding parent education is being done too late. If we are going to help the future adult members of our society accept responsibility for solving their own problems, we must provide learning opportunities at the junior and senior high school levels through contact of students with very young children.

The majority of these high school students will be parents some day. If, at the senior high school level, skilled persons can provide direction to students so that they may learn to deal with the frustrations of being with young children, the development of happy and successful parents as well as of happy, successful, well-adjusted young children can become an increasing reality.

A Diagnostic/Prescriptive Approach to Learning

Each child has his own timetable for development. Each child is unique. Individual differences clearly exist. How can the school be restructured to give more than lip service to these beliefs, so long recognized, so widely held, and so little implemented?

Any program based on these principles must include a realistic, ongoing assessment, diagnosis, or appraisal of how various aspects of each child's total development affect his educational progress. This section of the report deals with those aspects most directly related to the child's achievement in school.

Assessment of Children's Needs and Abilities

Of great importance in the early period of a child's education is a thorough assessment of his developmental level in such areas as socialization, gross and fine motor coordination, visual and auditory perception, and emotional

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security. It would also be highly desirable to be able to ascertain each child's cognitive style or how he learns; that is to say, through what channel he attains knowledge most efficiently and is best able to transfer and make it available in a variety of situations. This determination may be possible in the near future.

Also important is an assessment very early in life of any specific learning disabilities and, of course, of obvious and significant physical and emotional disabilities. Because we are at the dawn of a new era of developing knowledge in this field, any new primary school program must be flexible enough to change rapidly as new information becomes available.

To make the early years of learning truly effective, educational assessment of the broadest type should take place with regard to both the developmental levels that the child has attained in each area and the development of optimal programs to utilize his strengths and offer early remedies for his weaknesses. Each child, in other words, should progress toward the prescribed objectives by the method and at the pace determined by his own uniqueness.

It is important to reiterate that every child's accomplishments and strengths must be realistically recognized in any program of educational diagnosis and assessment. An unfortunate clinical connotation of the word "diagnosis" may lead one to assume that the sole focus of the recommended assessment program would be one of remediation. Such is not the case. The child who is already reading at the age of four or five should be provided for just as surely as the one who is a non-reader at seven or eight.

On the other hand, it must be pointed out that the program should provide the necessary flexibility to allow for whatever individual treatment and instructional strategies may be needed to remediate or compensate for serious deviations in intellectual abilities or emotional, social, sensory, or physical defects that may be identified in individual children.

Definition of Diagnosis and Assessment

Diagnosis, assessment, testing, and evaluation are terms that need clarification in the context of primary school programs. These terms refer to the various processes used by the teacher and other knowledgeable, concerned adults to make informed decisions

Dorothy Green

Each child has his own timetable for development. Each child is unique.

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about a child's needs so that these needs may be immediately and effectively met. It is essential that the teacher have the preventive-diagnostic-appraising viewpoint. Without it, appropriate prescription and intervention are obviously impossible.

Diagnosis, then, is broader than simply testing. Some tests have proved to be valuable diagnostic tools; since assessment instruments vary widely, however, it is important that all persons who use children's test data be aware of the degree of validity and relevance of those data. Obviously, tests that require expertise for their administration and interpretation should be used only by trained persons.

Any humanistic, personalized view of curriculum and instruction demands that teachers emphasize both the objective and subjective dimensions of diagnosis and assessment. Diagnostic tests help identify the needs of children as they progress through school by pinpointing the skills necessary to take the next step, indicating the need for review, or confirming the teacher's judgment.

If a teacher is to look at children's progress from a diagnostic viewpoint, he must know the structure of the subject he is teaching. He must be able to determine where the child is, for example, in the hierarchy of skills in reading. And he must be familiar with Piagetian levels of cognitive growth. Such expertise cannot be taken for granted. The requisite depth of knowledge must become part of the teachers' professional preparation, and the teacher must demonstrate competence in applying his knowledge in assessing children's needs.

Identification of Program Objectives

All testing, characterizing, observing, and assessing must be done with a distinct focus on well-identified program objectives. These objectives should be developed in accordance with sound, albeit eclectic, learning theories; for example, Piaget's work on cognitive development. Furthermore, the task force believes the objectives should be criterion-referenced, with the goals clearly understood and accepted by everyone connected with the program. In some cases such criterion-referenced measures are still to be specified, making use of what we are beginning to know about developmental stages in a number of cognitive areas. Efforts to provide quality education for young children must be continually reassessed and evaluated in the light of experience, promising innovations, and ongoing research.

Continuity of evaluation must be built into the primary school program in order to ascertain individual attainments and make possible immediate intervention as needed. Children change so rapidly that it is mandatory for programs to be planned in such a way that they can be immediately responsive to new data. The idea that an instructional reading group could remain the same for an entire year is unacceptable, for instance, since frequent reevaluation and regrouping would be considered absolutely essential. Accordingly, provision for reassessment and the capacity for responding immediately with appropriate alternatives are imperative in the kind of primary program proposed in this report.

A critical look at primary education has clearly revealed that it is not the children who are failing – it is the system. How can we say otherwise when we see so much evidence? For example, we have seen immutable three-slice ability grouping that carries a message of failure to one-third of the class; or a judgment of intelligence in a language a child has not yet learned to speak and understand; or teachers who teach lessons instead of children, oblivious of their interest or understanding.

Enhancement of the Child's Self-Concept

The task force is committed to changing the psychosocial components of the present educational system so that children's self-concepts may be enhanced, not damaged; and so that they may know success, not failure. This is an especially critical need of our minority pupils, whose drop-out rate continues undiminished despite massive "remedial" efforts. In short, we are convinced that serious attention to the affective area is long overdue.

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Creativity should be provided for, enhanced, and fostered, for each child is creative in his own way.[1] His creativity is part of his uniqueness and his individuality. Moreover, the nurturing and enhancing of creativity in children is becoming increasingly important in our complex modern society. The pressures of growing urbanization, the expectations of respectability-conscious adults, even the pressures from peer groups to achieve and conform, have put some children in little confining "boxes" by the age of three or four. In a primary school organized along the lines described in this report, every child's right to be a child will be protected, and it is hoped that school may thus become for him a joyous, self-actualizing experience.

A word about the importance of play in the life of the child is appropriate here. Children project themselves into the world of adults through play in order to develop their understanding of that world. A system that is good for small children will therefore be based on the recognition that play is an essential ingredient of children's learning.

This is not to say that diagnosis of basic cognitive development is unimportant. Rather, the question is one of educational priorities that desperately need reordering. The schools should continue to refine their capabilities to assess all the intellectual skills in language and mathematics, determining in the child's own native language his degree of mastery of oral fluency and verbal comprehension in these basic areas. Simply put, it is essential to discover "where each child is" and prescribe learning experiences appropriately designed to meet his needs. All this will require a new set of competencies for many teachers. Implications for teacher education will be discussed in a later section.

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[1] Elizabeth K. Starkweather, *Potential Creative Ability and the Preschool Child* (ERIC No. ED 018 900). Stillwater: Oklahoma State University, 1966.

E. Paul Torrance and Others, *The Creative-Aesthetic Approach to School Readiness and Measured Creative Growth* (ERIC No. ED 017 344). Athens: Georgia University Press, 1967.

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Proposed Curriculum

The task force agrees with Wilson Riles that children should have acquired the basic tools of learning by the time they leave the primary school. There should be a planned sequence of experiences to develop each child's skills to the utmost of his ability so that he has sufficient command of the areas of reading, language, and numbers to progress to more advanced levels of cognition. This implies that the specific skills must be so defined that each child's level of development in the spiral can be assessed and reassessed whenever necessary. Instruction can then be continually modified to keep pace with the child's attainments and needs.

The curriculum should not be merely a description of predetermined tasks to be learned; rather, it should be aimed at developing the full range of each child's abilities, including cognitive skills, ways of finding and using information, perceptual ability, motor skills, social skills, and affective sensitivity. The specifics in each area would, of course, depend on the diagnosed needs of individuals and groups.

Reading-Language Skills

Adequate mastery of skills in the reading-language area is essential to progress in school. Emphasis must be placed on language devel-

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opment that is appropriate with respect to the immediate needs of young children and basic to further learning. A word of caution is necessary here, however, all this must be accomplished without anxiety-producing pressure. Children should begin to move into reading, for example, on a self-selective basis.

The large amount of research evidence that is now available in the language area should be utilized to make instruction of primary children more effective than it is at present. On the basis of this evidence, the task force believes the following should be implemented:

1. Oral language enrichment activities deserve strong emphasis, particularly with children from culturally different backgrounds. In this manner a language base can be established for the development of reading and writing skills. Oral language development founded on real experiences should provide the basis for reading and for written language development in the integrated language skills curriculum.

2. Attention should be given to the nature of the written language material used in early reading instruction and the appropriateness of this material to the child's oral language style. Efforts should also be made to represent the child's oral language in written form with very little teacher editing. In this way the child comes to understand the relationship between speech and writing as a basis for reading instruction.

3. Particular emphasis should be focused on the inner-city child who speaks a nonstandard dialect. While there is agreement among linguists and educators that the nonstandard speaker should learn the "prestige" dialect, there is great danger in "overcorrecting" a child at too early an age and thereby inhibiting his growth and development in the use of oral language. Expert opinion is that, in general, it is more

Jeff West

Oral language enrichment activities deserve strong emphasis, particularly with children from culturally different backgrounds.

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appropriate to defer the emphasis on standard dialect until the upper grades.

4 The decoding process should be viewed as establishing an understanding of the sound-symbol relationship.[1] The teacher should be aware of the various elements in decoding and should try to match each child's learning style with the approach that is right for him. There is expert opinion, too, to the effect that the peak period for establishing the "mental set" necessary to perceive and accept the phoneme-grapheme relationship comes early, perhaps even before the age of four. Teachers should take this early readiness into account and capitalize on it.

5 Words are most effectively decoded and understood in context. The classroom teacher should thus be aware of the importance of introducing new vocabulary in context, from the standpoint of both decoding and clarifying word meaning.

6 Careful consideration should be given to the child's concept development in relation to his direct experiences. To help children learn to communicate successfully, the teacher should attempt to develop and expand concepts through concrete experiences in the classroom and on study trips. He should also show children how words convey different meanings in a variety of oral and written sentence contexts. In fact, adequate concept development demands an integration of all aspects of the primary curriculum, including spatial and numerical relationships, since mathematics, too, is a system of language. Children express themselves in many ways. They should be encouraged to scribble, paint, draw, sing, move, speak, and write naturally and

Jeff West

[1] Jeanne Chall, *Learning to Read: The Great Debate*. New York: McGraw-Hill Book Company, 1967, pp. 13-52.

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spontaneously. For the child, these are all beginning forms of communication.

7 The teacher should focus on language difficulties that impair children's reading and listening comprehension and clarity of oral and written expression. This will require consideration of those principles of simple structural grammar, such as word order and substitution, that can contribute to the language development of primary children. The teacher should base each child's reading-language program on his specific reading-language needs and interests, as determined through informal evaluation.

8 Listening comprehension skills can be taught and would seem to enhance reading comprehension skills. It is essential to take this fact into consideration in the instructional program if the child is to obtain maximum benefit from the language environment that surrounds him.

In the teaching of both science and mathematics, we should unquestionably capitalize on young children's natural curiosity.

San Diego City Unified School District

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A GIFT OF TIME

Dear School Volunteer:

You have chosen one of the best ways to serve your community. As a school volunteer, you make a "gift of time." The training course you are now entering is designed to give you an over-all picture of Early Childhood Education in our Los Angeles City Schools, help you understand the needs of young children, and develop some skills for working with them.

As a volunteer in Early Childhood Education Program, we want you to know that you will not be asked to perform any service until you have acquired adequate skill. Children, particularly small ones need and desire a familiar persons to be with and help them. Give them time to get used to you -- their range of adult acquaintances is very small. In time they will accept you as a familiar friend if your service to the Early Childhood Education Program is regular and on-going.

Your role in the program will be that of an aide to the professional staff for the care of the children. Included in your job description are many routine tasks like tutoring, preparing supplies for a creative experience, and many others. These, nevertheless, make a real and important contribution to well-being of the children in the program. Some of you may preform tasks not directly related to the children, such as office work, etc. In these ways you are freeing the person the children are most familiar with, their teacher, to give them more of the attention they need.

Any school volunteer will be expected to maintain professional attitudes of self-discipline. Anything of a personal nature that you may learn about the child or his family must be held in strictest confidence.

We have compiled a manual for your use which will be given to you during the following weeks as the training session progress. We hope it will prove to be a good reference in the future.

We stand ready to be of assistance to you and want you to discuss any of your questions with us.

Sincerely,

Sarah A. Davis

Sarah A. Davis, Director
Volunteer & Tutorial Programs

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GUIDES IN WORKING WITH EARLY CHILDHOOD EDUCATION STUDENTS

TECHNIQUES ARE BASED ON UNDERSTANDING

1. State suggestions or directions in positive rather than negative form.

   Example: "Let's see if Sue can catch your ball" - rather than - "Don't hit the window."

   "Give me the ball to hold while you are climbing" - rather than - "Don't climb with that ball in your hands."

2. Give the child a choice only when you intend to leave the decision up to him. Do not ask a child if he wants to so something that is necessary for him to do. This especially applies to routine situations.

   Example: "It is time to come in" - rather than - "Do you want to come in?"

3. Use only words and tone of voice that will help the child feel confident and reassured; not afraid, guilty, ashamed. Avoid in any way labeling the child good or bad.

   Example: "Talk to Mark. Then he will know what you want" rather than - "You're a bad boy to hit Mark."

4. If a child is annoying a group engaged in play, a suggestion may be made to help the child be a part of the group rather than being reproved.

   Example: "Johnny would make a good daddy", or "Johnny can bring the groceries" - rather than "Johnny, you're bothering the girls."

5. In any competition someone always loses and is likely to feel hurt and resentful. Even the winner may be afraid of failing the next time. Children should not feel that their chances for getting attention and approval depend on being first, "beating", or being best. They should feel sure of acceptance whether they succeed or fail.

   Example: "Look, Miss Ross, I can drink my milk faster than Susie." - Miss Ross says, "It doesn't matter how fast you drink it; the important thing is to enjoy it."

6. Avoid trying to get a child to do something by comparing him to another or encouraging competition.

   Example: "I will loosen your shoe laces so they will go on more quickly" - rather than - "If you hurry, you will beat Susie dressing."

7. Speech conveys feelings as well as ideas. Children are sensitive to tone quality. Adult tightness of voice can reveal annoyances, uncertainity or fear. Avoid calling or shouting to a child across a play area. Instead, go to the child to talk or give direction.

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8. To redirect wisely requires understanding of why a child is acting as he is. Redirection is likely to be most effective when it is consistent with the child's own motives or interests.

   Example: If a child throws a ball dangerously near a window, suggest a safer place to enjoy his game of ball.

   If throwing something dangerous because he is angry, suggest acceptable way of outlet for angry feelings. (Pounding with hammer, kicking cardboard cartons, or use of clay or paints).

9. Avoid making "models" in any art medium for a child to copy. Adult participation in any play should be on the child's level.

10. Give the child the minimum of help in order that he may have the maximum chance to grow in independence.

    Examples: Give a child as much time as possible to help himself; give him verbal encouragement. "I like the way you're dressing". Help with the difficult, like buttons in back, shoe strings. Let children climb themselves rather than lifting them on or off equipment.

11. Do not repeatedly make suggestions or give directions to child to gain his cooperation. Instead, reinforce a suggestion or direction with other techniques.

    a. A glance at the right moment
    b. Moving nearer a child or starting an activity with him
    c. Telling a child he will have time to finish before changing to another activity
    d. Offering to help the child finish what he is doing - Example: "It is time to come inside; I will help you park your tricycle."

12. The <u>timing</u> of suggestions or redirection is important. Under a skillful teacher, a group functions more smoothly because of all the things that never happen.

    Example: Help at the right moment may mean a supporting hand <u>before</u> the child loses his balance and falls, or arbitration <u>before</u> two children come to blows over a wagon, or the suggestion of a new activity <u>before</u> the group grows tired and disorganized.

    In helping a child with wraps, be sure he has sufficient opportunity to enjoy the process of doing for himself, yet step in <u>before</u> he becomes frustrated.

13. Be alert to the total group situation. Use the most strategic positions for supervising.

    a. Place yourself so that you can observe the entire group rather than just one child or a small group.
       1. Safety requires an alertness to all areas

2. Enrichment of experience comes when a teacher is aware of all the children.
   Examples: Encourage shy child to a story by a smile.

   Forestall trouble by noticing the child who is ready for a change in activity before his lack of interest disrupts the play of others.

b. Sitting sometimes improves effectiveness of supervision.
   1. It is easier to help a child when sitting at his level.
   2. Children feel freer to approach an adult who is sitting.
   3. Observation is more onobtrusive when you sit.

c. Adults should avoid gathering in groups.
   1. Groups call attention to the number of adults.
   2. Limit child's feeling of freedom.
   3. Increase child's tendency to feel self-conscious or to play for attention.
   4. Distract adults attention from the children.

d. Where one stands or sits is important in preventing difficulties.
   1. Sit between two groups so that one group does not interfere with the other.
   2. Suggestion given in conflict situation is likely to be more effective if it is reinforced by an adult's presence. Stay quietly near after the suggestion has been made.

SETTING LIMITS THAT HELP THE CHILD TO GROW

1. We must set only necessary limits. Too many limits, imposed too early, cause resistance and hostility rather than acceptance.

2. Children need some limits in order to feel secure.

3. When limits are necessary, they should be clearly defined and consistantly kept. Some are related to safety. Learn the safety rules for "your agency."

4. We must be sure that the child understands what we will or will not permit. State limits in simple concrete language rather than in general terms.

   Example: If a child is reading a book and another child begins to bother him - "Bill wants to read his book now. You may get a book of your own from the table."

5. We must be consistent without being inflexible or afraid.

   a. We do not help a child when we shift to a different position because we are afraid or unwilling to handle the consequences if he resists.

   b. Limits sometimes need to be relaxed to meet the needs of individual children or special circumstances.

      Example: A new child may not be ready to accept naptime the first day or perhaps for several weeks.

6. We must adapt limits to the needs of the individual, taking into account the child's age, physical condition at the momat, and feeling of adequacy in the situation.

7. We must respect the child's feelings. Shaming, blaming or frightening him show a lack of respect for his feelings.

   Example: John has been riding a tricycle for a long time. Tom has been waiting for the tricycle. John resists the suggestion that it is Tom's turn. A teacher can say to John, "After you ride around the yard once more it will be Tom's turn."

SUCCESSFUL GUIDANCE DEPENDS ON GOOD INTERPERSONAL RELATIONS

1. The ability of children to accept limitation from us varies with the relationship we have with them.

2. If a child knows that the adult is fair and sympathetic and really likes him for himself, he is not unduly upset when the adult limits his behavior.

   Example: If a volunteer worker who is not well known to the child corrects him, he may feel resentful and even frightened. His teacher might do or say the same thing and he would accept it very well.

3. Because it is necessary to have some limits, even for a "new" child, the teacher shows friendliness and understanding of how the child feels at the same time that she makes it clear what she will or will not permit.

   Example: Mike is angry and shows it by throwing blocks. The teacher says, "I know you are angry, but I cannot let you throw these; they are hard and could hurt someone. Let's get the clay and pound it." Mike may still be angry, but he can accept the limits imposed by the teacher without feeling "bad" or fearing loss of her understanding or approval.

4. Good relationships are never built on methods of control which depend on fear, especially fear of loss of love.

   Example: "I'll have to go off and leave you if you don't hurry." "Mother won't love you if you act like that."

5. Exploiting a feeling does not build sound relationships.

   Example: Tommy enjoys feling responsible and important by helping to put away toys or doing small jobs in the nursery school. Because of this, he is frequently encouraged to help. If the teacher always relies on him, he eventually loses interest.

6. Good relationships are not necessarily threatened when a child resists.

   Example: Bob has nothing special to do and is teasing the others by pushing over their blocks. When the teacher stops him, he becomes angry, shouting, "I hate you, leave me alone" and striking out at her. The teacher understands that he is not angry at her as a person but is resisting adult authority. She helps him regain control by remaining firm but friendly.

7. Resistance may be the beginning of a better attitude on the part of the child toward authority.

   A child who is unusually cooperative and seldom shows resistance may be holding in these natural feelings. It is a healthy sign when he feels free to show his resistance. He needs adults who understand his feelings and accepts his resistance.

8. A child's resentment toward numerous limitations must be expressed before healthy growth takes place. If we can accept the fact that these feelings must be expressed, then we will not be disturbed by the child's behavior, even if he appears to be going backwards.

   If a child is given time to unload negative feelings, express these feelings without doing serious harm to himself or others, and through this process gain assurance, we can later help him to feel responsible for his behavior and the way it affects others. Then he can accept reasonable limits and substitute self-direction for imposed direction.

   Example: Bad language is a relatively harmless way for children to "let off steam." They like the feeling it gives them of daring to be naughty. If adults are able to let this pass without showing concern, the child reaches a point of no longer needing to show his independence in this way.

9. Children face many "do's" and "don'ts" in the course of a day from parents, teachers playmates. Adults need to be aware of this and keep interference at a minimum. We need to think in terms of the individual child rather than standards of behavior.

   Example: A shy child who has needed to spend many days watching and getting used to an unfamiliar school situation may finally get enough courage to try painting at the easel. The suggestion of a smock at this time may cause the child to retreat.

10. A child really accepts limits when he feels he can either accept or reject them.

    Example: At nap time Ricky is hopping about the room. His teacher says, "It's time to get on your bed." Ricky grins and hops some more. The teacher continues helping other children, taking no special notice of Ricky. When no issue is raised, he goes to his bed, feeling it is his decision.

11. Children will test the authority of "new" adults.

    Example: Mrs. Jones, a volunteer worker is supervising water play. It is a cool day, and Bill threatens to step in the tub. He does not listen when she tries to dissuade him. She can take him by the hand and help him find something else to do, or, if he will not accept this, have him sit beside her for a while.

CREATIVE ACTIVITIES

(The fun for the child is in the doing)

Role of Volunteer

If you make things for the child, it is your creative experience, not the child's!

Help the child

With the "how to do" not the what to make

Realize that there will be a reasonable amount of messiness

Make clean up fun

Set limits when necessary

Help the teacher set the stage

by

Asking if you can prepare any materials

by

Showing attitude of enjoyment and "try it"

by

Not frustration, competition, or conformity to a pattern

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HEALTH AND SAFETY

The health and safety of the child in the Early Childhood Education Program is of prime importance. Your health is important, too. For this reason, you and any other adults who work directly with the children are required by State Law to have a chest X-ray. The health and safety measures used by each of the school are relatively the same; however may differ in degree and it will be your job to become aware of the specific measures uses in your school. Here, however, are a few items to give you an idea of how and what to watch for -- we will start the list.

IF YOU NOTICE	DO THIS
1. The children are dressing to go outdoors.	1. See that each has proper clothing for the type of weather.
2. A child has been outdoors, is becoming chilly.	2. Help the child find extra clothes to put on, or after checking with the teacher in charge, take the child or send him inside to warm up.
3. A bad draft on the floor area where children are sitting or playing.	3. Find its source and remove it, or move the children.
4. A child with a runny nose.	4. Show him where the tissues are and suggest he wipe his nose - follow by suggesting he put soiled tissue in waste basket.
5. A child sneezes.	5. You might say, "It's a good idea to cover your mouth when you sneeze, or sneeze in a tissue."
6. A child begins to leave the bathroom without flushing the toilet.	6. Tell him, "You forgot to flush the toilet."
7. A child forgets to rinse his hands after going to the toilet.	7. Remind him - you might say, "It's a good idea to rinse your hands now." The child may refuse. Most centers go slow with this and do not insist; the child will gradually adopt this habit.
8. A child who has been playing activity suddenly becomes droopy and disinterested.	8. Call this to the attention of the teacher in charge - this may be the first sign of illness.

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9.	A child's face is becoming flushed because he has been keeping a fast pace for a long time.	9. Interest him in a quiet activity, books, painting, playing records, etc. Get him to slow down so that he cools off a little.
10.	That a child at the lunch table touches another child's food.	10. Tell him he has his own dinner and that is the food he touches.
11.	A child is so excited at lunch, he runs from his table to serving table.	11. Tell him to walk.
12.	A child carries a full plate of food precariously.	12. Tell him to watch where he is walking and hold his plate with two hands.
13.	A child on the jungle gym attempts a daring feat.	13. Tell him to "hold on tightly." Help him physically of he really needs it.
14.	A bicycle left in front of a sliding board, too near the see-saw, climber, etc.	14. Move it.
15.	The see-saw board is off balance.	15. Straighten it out.
16.	Broken toys, splintered boards, etc.	16. Remove them - call them to the attention of a teacher in charge.

Now - you take it from here - add to the list, and

1. Be Sure you find out about general health and safety rules of the school you are serving so that you can apply them when necessary.

2. Be Sure you know the school's procedure in case of fire.

OTHER PROCEDURES

A. Outdoor Play

Teachers and volunteers should be spotted at strategic points on the playground ready for supervision of available activities. Avoid adult "grouping" or talking together in social groups.

If you have to leave while supervising an activity, be sure there is another adult to take your place. Let other staff members know.

At no time is any child left on the playground without an adult.

Any gates should be kept closed and locked or watched at all times.

Be sure that children ask adults when they want to go indoors, also be sure that an adult is present inside.

Allow each child to work out his own problems and stand up for his own rights. Unless encouragement in this line is needed or too much rough treatment is being given a child, teachers should not interfere in children's conflicts.

Encourage children to help you put away toys before coming indoors. No special issue is made of this procedure.

When children are cold, suggest more active play such as running or jumping. Children may go inside for short periods to get warm.

If any person (adult or child) has an accident on nursery school premises, report it immediately to the teacher in charge.

B. Indoor Play

An atmosphere of calm in a room is important.

Because groups frequently shift from one activity to another, it is necessary to be alert to the total group situation.

Example:

1. Teacher may be reading a story to a group of children. After one or two stories most of her group may move on to the doll corner which previously has not been occupied. While the remainder of the children hear more stories, you might quietly move in the direction of the doll corner to be on hand if needed in that area.

2. If the children you have been watching move to an area already covered by another adult, stay where you are (they may return) or move to another area where you are needed.

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3. If play materials are not in use, you may put them away at intervals throughout the morning.

4. If childrn show prolonged indecision as to what to do next, or begin to run aimlessly, build their interest in a new play activity by showing your own interest and starting the activity with them -- withdraw as the children take over the activity.

5. Watch your own tempo, voice and way of moving.

When the children first come in the morning, some will need help in getting started. If a play group seems too large, try to interest some of the children in another activity.

Children are encouraged to put away toys when they are finished playing with them before moving on to another activity. They will show more interest in doing this if the adult helps them and if small groups are working together.

Encourage children to put books and puzzles away when they have finished using them.

Children are not allowed to mutilate books or other equipment. If a child is misusing equipment you might restrict him by saying, "I'm sorry, but you are not being careful with the books. Let's find something else to do."

During rest, story, music, etc. watch for children who are becoming restless or causing difficulty, or need help -- quietly move to sit near them, guide their interest back to the thing at hand.

Although children should feel free in their water play, they can be encouraged to pour so that a minimum of water spills on the table or floor. The same relates to easel painting, etc. Encourage the use of paint on paper; if they refuse, you might insist that they move on to another activity since they are not being careful. If the floor does become wet, it should be mopped, the children frequently enjoy helping with this activity; some will get the mop when reminded. Use of newspaper on floor and table will absorb surplus fluids, protet surface and make clean up easier.

Books for the Pre-School Child

Prepared by Children's Services
Los Angeles Public Library

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FOR THE YOUNGEST

Although impractical for public library use, these may be purchased at books stores or through the publishers. Included are cloth book, books with folding parts, and those which give tactile sensations.

FOR THE YOUNGEST

Clark	ALL BY MYSELF	Plakie
Clark	ALL BY MYSELF	Plakie
Clure	HOW DOES IT FEEL?	Bowmar
Kunhardt	PAT THE BUNNY	Golden
Munari	JIMMY HAS LOST HIS CAP	World
Munari	WHO'S THERE? OPEN THE DOOR	World
Rey	ANYBODY AT HOME	Houghton
Rey	WHERE'S MY BABY?	Houghton

FAMILIAR PEOPLE AND THINGS

Birbaum	GREEN EYES	XZ
Brown	A CHILD'S GOOD NIGHT BOOK	XZ
Brown	GOOD NIGHT MOON	XZ
Brown	RED LIGHT, GREEN LIGHT	XZ
Carroll	WHERE'S THE BUNNY	XZ
Hay	I SEE A LOT OF THINGS	XZ
Hoban	SHAPES AND THINGS	XZ
Iwamatsu	UMBRELLA	XZ
Keats	THE SNOWY DAY	XZ
Kessler	BIG RED BUS	XZ
Kessler	DO BABY BEARS SIT IN CHAIRS?	XZ
Krasilovsky	THE VERY BIG BOY	XZ
Lehski	PAPA SMALL	XZ
Marino	EDWARD AND THE BOXES	XZ
Massie	THE BABY BEEBEE BIRD	XZ
Munari	ZOO	XZ
Ogle	I SPY	XZ
Rojankovsky	ANIMALS ON THE FARM	XZ
Scarry	THE BEST WORD BOOK EVER	XZ
Wright	SATURDAY	XZ
Zolotow	ONE STEP, TWO...	XZ
Zolotow	SLEEPY BOOK	XZ

ACTION STORIES

Asbjornesn	THREE BILLY GOATS GRUFF	x398 A799-12
Suvoisin	PETUNIA	XZ
Flack	ANGUS AND THE DUCKS	XZ
Gag	MILLIONS OF CATS	XZ
Galdone	HENNY PENNY	XZ
Hutchins	ROSIE'S WALK	XZ
La Fontaine	THE HARE AND THE TORTOISE	XZ
Lionni	INCH BY INCH	XZ
McCloskey	BLUEBERRIES FOR SAL	XZ
Payne	KATY NO-POCKET	XZ
Petersham	THE CIRCUS BABY	XZ

ACTION STORIES CONT.

Potter	TALE OF PETER RABBIT	XZ
Rey	CURIOUS GEORGE	XZ
Slobodkina	CAPS FOR SALE	XZ
Steig	SYLVESTER AND THE MAGIC PEBBLE	XZ
Zion	HARRY THE DIRTY DOG	XZ

MOTHER GOOSE

A child's first introduction to rhythm and rhyme.

Briggs	FEE FI FO FUM	XZ
Mother Goose	BRAIN WILDSMITH'S MOTHER GOOSE	XZ
Mother Goose	MOTHER GOOSE, il.Tudor	xzEd.m
Mother Goose	THE READ MOTHER GOOSE il.Wright	xzEd.c
Mother Goose	RING O'ROSES, il.Brooke	XZ
Mother Goose	TALL BOOK OF MOTHER GOOSE, il. Rojankovsky	XZ

ABC AND 1,2, 3

	ABC: AN ALPHABET BOOK, photos by Matthiesen	xz
Alexander	ABC OF CARS AND TRUCKS	XZ
Burningham	ABC	XZ
Cleary	HULLABALOO ABC	XZ
Davar	TALKING WORDS	XZ
Friskey	CHICKEN LITTLE, COUNT TO TEN	XZ
Hay	NOW I CAN COUNT	XZ
McLeon	ONE SNAIL AND ME	XZ
Mendoza	MARCEL MARCEAU COUNTING BOOK	XZ
Munari	BRUNO MUNARI'S ABC	XZ
Oxenburg	NUMBERS OF THINGS	XZ
Wildsmith	BRAIN WILDSMITH'S ABC	XZ
Williams	BIG GOLDEN ANIMAL ABC	XZ
Ziner	COUNTING CARNIVAL	XZ

POETRY AND SONG

Bertail	COMPLETE NURSERY SONG BOOK	z78B536-1
Bonne	I KNOW AN OLD LADY	XZ
Coleman	SINGING TIME	x78C692-7 v.1
Frank	POEMS TO READ TO THE VERY YOUNG	x 808F828
	FROG WENT A-COURTIN' il. Langstaff	XZ
Geismer	VERY YOUNG VERESE	x808G313
Landeck	SONGS TO GROW ON	x78L254
Langstaff	OVER IN THE MEADOW	XZ
McEwen	AWAY WE GO	x808M142

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POETRY AND SONGS CON.

Milne	WHEN WE WERE VERY YOUNG	x821M659
Stevenson	A CHILD'S GARDEN OF VERSES,il. WILDSMITH	x821S848W1

FUN AND IMAGINATION

Barrett	ANIMALS SHOULD DEFINITELY NOT WEAR CLOTHING	XZ
Camerson	"I CAN'T" SAID THE ANT	XZ
DeRegniers	WHAT CAN YOU DO WITH A SHOE?	XZ
Geisel	AND TO THINK THAT I SAW IT ON MULBERRY STREET	XZ
Levarie	I HAD A LITTLE...	XZ
Lexau	HOUSE SO BIG	XZ
Lund	DID YOU EVER?	XZ
Mendoza	GILLYGOOFANG	XZ
Parish	AMELIA BEDELLA	XZ
Rey	BILLY'S PICTURE	XZ
Sendak	WHERE THE WILD THINGS ARE	XZ
Shaw	IT LOOKED LIKE SPILR MILK	XZ
Zacharias	BUT WHERE IS THE GREEN PARROT?	XZ

CHILD PARTICIPATION

Brown	NOISY BOOKS	XZ
Buckley	WHERE DID JOSIE GO?	XZ
Emberley	COCK A DOODLE DOO	XZ
Gag	NOTHING AT ALL	XZ
Garten	THE ALPHABET TALE	XZ
Hoban	LOOK AGIAN	XZ
Kuskin	ROAR AND MORE	XZ
McGovern	TOO MUCH NOISE	XZ
Nodset	WHO TOOK THE FARMER'S HAT	XZ
Sendak	PIERRE	XZ
Skarr	WHAT DO THE ANIMALS SAY?	XZ
Ungerer	ONE, TWO, WHERE'S MY SHOE	XZ

WORDLESS

Alexander	BOBO'S DREAM	XZ
Alexander	OUT! OUT! OUT!	XZ
Baum	BIRDS OF A FEATHER	XZ
Carroll	WHAT WHISKERS DID	XZ
Goodall	ADVENTURES OF PADDY PORK	XZ
Goodall	BALLOONING ADVENTURES OF PADDY PORK	XZ
Hoest	A TASTE OF CARROT	XZ
Krahn	CIRCUS DOG	XZ

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WORDLESS CONT.

Krahn	JOURNEY'S OF SEBASTIAN	XZ
Mayer	A BOY, A DOG, AND A FROG	XZ
Mayer	FROG, WHERE ARE YOU?	XZ
Ringi	THE MAGIC STICK	XZ
Schick	MAKING FRIENDS	XZ
Steinger	I AM ANDY	XZ
Wezel	THE GOOD BIRD	XZ

FAMILY RELATIONSHIP

Brown	RUNAWAY BUNNY	XZ
Buckley	GRANDFATHER AND I	XZ
Hoban	BABY SISTER FOR FRANCES	XZ
Keats	PETER'S CHAIR	XZ
Mimarik	A KISS FOR LITTLE BEAR	XZ
Radlauer	FATHER IS BIG	XZ
Schlein	MY FAMILY	XZ
Zolotow	IF IT WEREN'T FOR YOU	XZ

BEGINNING SCIENCE

Branley	THE SUN, OUR NEAREST NEIGHBOR	XZ
Conklin	WE LIKE BUGS	XZ
Duvoisin	HOUSE OF FOUR SEASONS	XZ
Flask	TIM TADPOLE AND THE GREAT BULLFROG	XZ
Friskey	JOHNNY AND THE MONARCH	XZ
Garelick	WHERE DOES THE BUTTERFLY GO WHEN IT RAINS?	XZ
Gay	LOOK!	XZ
Jaynes	THREE BABY CHICKS	XZ
Kaufamn	BIG AND LITTLE	XZ
Lionni	LITTLE BLUE AND LITTLE YELLOW	XZ
Mari	THE APPLE AND THE MOTH	XZ
	THE CHICHEN AND THE EGG	XZ
Selsam	SEEDS AND MORE SEEDS	XZ
Showers	THE LISTENING WALK	XZ
Udry	A TREE IS NICE	XZ
Zion	All FALLING DOWN	XZ

OVERCOMING PROBLEMS

Brown	THE DEAD BIRD	XZ
Beim	TWO IS A TEAM (cooperation)	XZ
Emberely	NIGHT'S NICE	XZ
Ets	PLAY WITH ME (shyness)	xz
Gaeddert	NOISY NANCY NORRIS	XZ
Hoban	BIRTHDAY FOR FRANCES (sharing)	XZ

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OVERCOMING PROBLEMS CONT.

Hutchins	TOM AND SAM (sharing)	XZ
Johnston	EDIE CHANGES HER MIND (stubbornness)	XZ
Mayer	MINE	XZ
Mayer	THERE'S A NIGHTMARE IN MY CLOSET	XZ
Mayers	JUST ONE MORE BLOCK	XZ
Miles	HAVING A FRIEND	XZ
Raskin	SPECTACLES	XZ
Ressner	AUGUST EXPLAINS(be yourself)	XZ
Rey	CURIOUS GEORGE FOES TO THE HOSPITAL(overcaoming fear)	XZ
Schwartz	NOW I KNOW (fear)	XZ
Slobodkin	MILLIONS AND MILLIONS AND MILLIONS	XZ
Slobodkin	ONE IS GOOD BUT TWO ARE BETTER(friendship)	XZ
Viorst	THE TENTH GOOD THING ABOUT BARNEY(death)	XZ
Williams	TIMID TIMOTHY	XZ
Zolotow	THE QUARRELING BOOK	XZ

SEX EDUCATION

Preparation for and adjustment to a new baby

Alexander	NOBODY ASKED ME IF I WANTED A BABY SISTER	XZ
Andry	HI,NEW BABY	XZ
Hoban	BABY SISTER FOR FRANCES	XZ
Holland	WE ARE HAVING A BABY	XZ
Keats	PETER'S CHAIR	XZ
Langstaff	A TINY BABY FOR YOU	XZ
May	A NEW BABY COMES	x612M466
Showers	BEFORE YOU WERE A BABY	x612S599-4
Showers	A BABY STARTS TO GROW	x612S599-5
Stevens	THE BIRTH OF SUNSET'S KITTENS	x636S844
Wasson	THE CHOSEN BABY(adoption)	XZ

SCHOOL

Cohen	WILL I HAVE A FRIEND	XZ
Jaynes	FRIENDS, FRIENDS, FRIENDS	XZ
Katzoff	CATHY'S FIRST SCHOOL	XZ
Pope	YOUR WORLD: LET'S GO TO SCHOOL	XZ
Radlauer	GET READY FOR SCHOOL	XZ
Schick	THE LITTLE SCHOOL AT COTTONWOOD CORNERS	XZ
Udry	WHAT MARY JO SHARED	XZ

ACTIVITIES

Grayton	LET'S DO FINGERPLAYS	x372G784
Lamarque	FUN TO MAKE BOOK	x745L215
Lopshire	HOW TO MAKE FLIBBERS	x747L864
Montgomerie	THIS LITTLE PIG WENT TO MARKET	x808M787
Parish	LET'S BE INDIANS	x754P233
Salisbury	FINGER FUN	x372S167
Schloat	PLAYTIME FOR YOU	x747S345
Scott	RHYMES FOR FINGERS AND FLANNELBOARDS	x372S427

READING BACKGROUND

Chukovakii	FROM TWO TO FIVE	x028C599a
Duff	BEQUEST OF WINGS	x028D855a
Frank	YOUR CHILD'S READING TODAY	x028F828-1b
Larrick	A PARENT'S GUIDE TO CHILDREN READING	x028L334b
White	BOOKS BEFORE FIVE	x028W583-1

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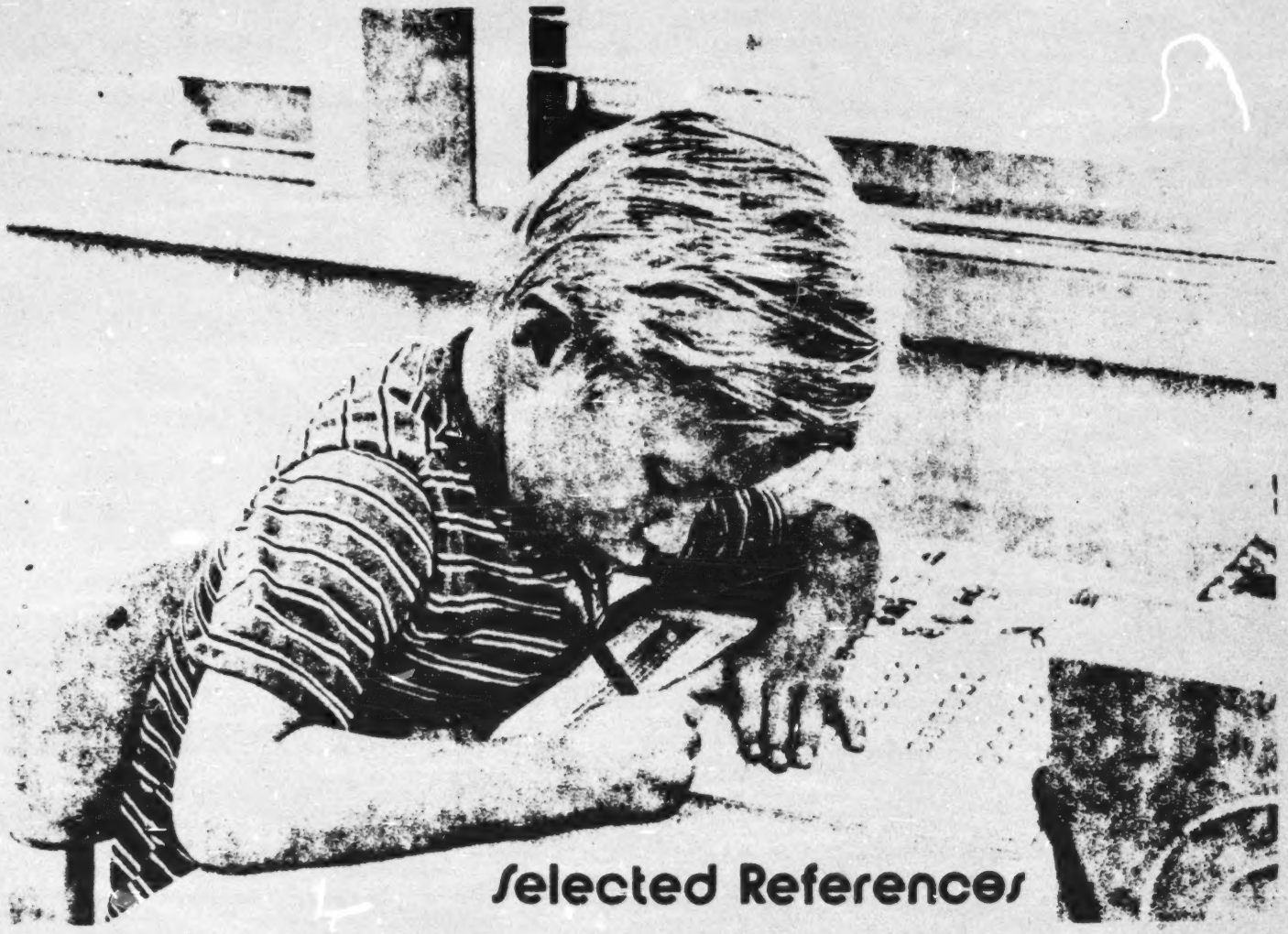

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READING TO YOUNG CHILDREN

Stories are usually introduced into the program at a designated time or as a quiet time, to give the children a chance to catch their breath.

You will assist in this part of the program by:

1. Joining the children at story time by sitting with them. As the teacher reads, you will help the children keep their attention on the story by:

   a. Sitting near two children who are more interested in teasing each other than listening. Your presence will probably remind them to listen.

   b. Show them where their attention should be by listening and looking at the book itself.

   c. A shoe lace must be tied this very moment. You quietly attend to it as the teacher continues the story.

   d. By gently reaching out and placing your hand on a child who is beginning to bother other children, you will gain his attention. Merely indicate "no" by shaking your head. You might point to where his interest should be.

2. Some children did not want to hear the story and the teacher was able to allow them to play quietly with other activities near by. You will assist by:

   a. Supervising this group. Discourge any loud noise -- remind the children that the rest of the group is having a story and cannot hear when noises are loud.

   b. Helping the child to get interested in another quiet activity or to rejoin the story group if his interest in the first activity chosen wanes.

3. Cleaning up a previous activity while the group of children listen to the story read by the teacher.

STORIES

You may be able to give individual attention to some children by reading to one or two children. This is possible if you are not needed to help or supervise play and there is enough adult coverage of the group of children to allow this. Many times if you were not available, an individual child's need, such as this, would have to by denied because of the needs of the group and only one teacher to supply them.

SOME DO'S FOR READING AND STORY TIME

1. Pick an area that has enough room for all the children, is clean, orderly, quiet and has good light.

2. Have the children sit on the floor around you.

3. Sit on a low chair.

4. Sit so that the light falls on the book.

5. Hold the book around chest height. Make sure every child can see it.

6. Show respect for the books in the way you handle them -- the children learn by good example.

7. Select stories which probably can be finished during the time allowed.

8. Allow the children to choose stories. If they choose too long a story, explain you wouldn't have time to finish it and you cannot read it today. It is wise to pick out a few books yourself and give them a chance to choose from these.

9. Read stories suitable for the youngest children in the group -- if the story group is a varying age group.

10. Read stories appropriate to the age level and listening experience of the group.

11. Read stories the children like.

12. Occasionally introduce a new story, or one with new words and information.

13. Read slowly in your regular speaking tone.

14. Read with expression, vary inflections of your voice.

15. Read the same story again if the children want it and time allows.

16. Allow children who do not want to listen to play quietly nearby.

17. Expect the children who gather for stories to listen quietly.

18. Do invite conversation and comments. If comments become too long, superfluous, interrupting, etc., then limit them by telling them they must wait and tell you about it after the story is finished.

19. Try to avoid sending a child into another routine or activity until the story is finished.

20. Expect the individual to show consideration to the group. Have him leave the group if he cannot.

21. Discontinue stories if the group is not interested and/or restless.

22. Try to finish the story, but if it is not possible, explain to the children that you cannot finish the story and why.

23. Be yourself, enjoy the story.

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READING TO A GROUP OF YOUNG CHILDREN

Begin the story even though all children may not be settled.

1. A child says, "I can't see."	1. "Move to where you can see." "Sit in front of Janie, she is taller than you are." "Come and sit here."
2. A child kneels and is blocking someone's view.	2. "Johnny, sit down." "Mary cannot see when you kneel." "If you are more comfortable kneeling, move behind the other children, (or behing Susie)".
3. "Johnny's still standing."	3. "Stand in the back Johnny, the children cannot see the pictures when you stand here."
4. "Jeannie is poking me."	4. "Jeannie put your hands in your lap. We're listening now."
5. "Jeannie is still bothering me."	5. "Jeannie, come and sit here." (next to you -- show her).
6. You see a child close to you starting to tease another child.	6. Touch him gently on the shoulder, get his attention, continue reading. You might gently take his hand and hold it a moment, then place it in his lap.
7. Child in back of group is disrupting the story.	7. Read his name into the story -- for instance, "And then, Mark, the children went--" and continue on with your story.
8. There are many children talking.	8. Stop the story, put the book in your lap, tell them, "I cannot read when everyone is talking, you will have a turn in a moment." Or "WeIll have to finish the story now, you can tell me about that later."
9. You have allowed a few children who didn't want to hear the story to do some other quiet activity near-by. They are becoming too noisy	9. Stop the story, tell them, "Your voices are too loud -- we cannot hear the story. If you would rather play over there, you must play quietly."
10. Some children like and need to be very close to you during the story.	10. If you can, make sure they have a place near you. Sometimes it is possible to hold a child on your lap.

FINGER PLAYS

Now let's answer your questions about finger plays.

1. Why do you use finger plays?

   For the pleasure and enjoyment the children receive from them. For the child awareness of his hands and fingers and what they can do. For gaining skill in the use of these tiny muscles. The finger play will introduce new words, it has a musical rhyme (some are sung) and tells a story.

2. When do you use finger plays?

   To help a group get settled for story.
   To gain the groups attention.
   To pass the time enjoyably when lunch is not quite ready, or when some children are dressed to go outside but must wait for the remainder of the group.

3. How do you present finger plays?

   You just begin -- remember to enjoy them yourself -- make it fun. The children will follow you, some will find it fun to just listen or watch.

Here are some finger plays you will find helpful to know before you begin at your center. (The finger movements are in parenthesis). After you are at your center awhile, you will quickly learn new ones and those which the children prefer.

1. Here are grandma's glasses (make a circle over eyes with fingers)
   Here is grandma's hat (tips of fingers touching over head like a pointed hat)
   And this is the way she folds her hands and puts them in her lap (slip finger between each other and fold hands)
   Here are grandpa's glasses (make oblong looking glasses with forefinger and thumb)
   Here is grandpa's cap (palms flat shading eyes)
   And this is the way he folds his hands and lays them in his lap (lay palm in palm)

2. Here is an engine (index and second fingers of right hand)
   That rungs on a track (left arm-walk fingers up)
   It whistles toot, toot and then it comes back (can repeat using other hand)

3. Here's a ball (small circle with thumb and index finger)
   And here's a ball (larger circle with thumb and index finger and both hands)
   And a great big ball I see (huge circle with both arms)
   Now let's count the balls we've made, one, two, three (remake balls)

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4. Here's a bunny, with ears so funny (first and second fingers of hand together and bent like ears)
And here's his hole in the ground (small circle with index fingers and thumb of other hand)
When a noise he hears, he pricks up his ears (straighten fingers)
And jumps in the ground (pop fingers into circle)

5. (This one can be said or sung to the tune of "Twinkle, Twinkle Little Star.")

Two little dickie birds sitting on a hall (make fists with hands)
One named Jack (pop up one thumb)
One named Jill (pop up other thumb)
Fly away Jack (wiggle fingers as you move one hand behind you)
Fly away Jill (do the same with the other hand)
Come back Jack (wiggle fingers as you bring one hand in front of you)
Come back Jill (do same with other hand)
Two little dickie birds sitting on a hill (make fists with hands)
One named Jack (pop up one thumb)
And the other named Jill (pop up other thumb)

6. (This can be sung or said, the words tell you the motion)

Open shut them, open shut them, give a little clap,
Open shut them, open shut them, lay them in your lap.
Creep them, creep them, creep them, creep them,
Right up to your chin.
Open wide your little mouth, but do not let them in.